

RESEARCH PROJECT REPORT
ON

**The Training and Employment
Opportunities for
Parsi-Zoroastrians**

Sponsored by:

**The National Commission for Minorities
Government of India
New Delhi**

RESEARCH PROJECT REPORT **on**

The Training and Employment Opportunities for Parsi-Zoroastrians in Establishments after SSC/HSC and a compilation of Distance Education programmes in Mumbai : A three months study under the aegis of the National Commission for Minorities, Government of India, New Delhi.

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We are in the twenty-first century, a period of phenomenal changes all over the world. The work culture and the expectations of employers have changed from what it used to be in the bygone days.

Many industries prefer to recruit young people as trainees/apprentices in their organizations and shape them according to their needs. Graduates and Post Graduates often find themselves unemployable due to lack of technical know-how needed by industry.

In this context, the present study is very significant. Several people have contributed in various capacities for the successful completion of this project. My sincere thanks and deepest gratitude to all of them, especially.

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- vii) All individual respondents who cared to return the Proformas duly filled in.
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Within the constraints of the time-frame of three months, when Mumbai experienced terrifying 'terror' strikes, it was rather difficult to reach out to all Parsi

youth scattered across Mumbai city. What was rather disheartening was the replies got from prospective employers who reported that most Parsi youth failed to turn up for training in spite of the good offers made to them.

In the light of the above, it is hoped that such a Report would serve as an 'eye-opener' to young Parsis to get out of their comfort zones and avail of the opportunities given to them.

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1

INTRODUCTION

Since the 1990s, tremendous changes have been taking place in India. The liberalisation, globalisation and privatisation policies adopted by the Government have impacted Indian society especially the youth of the country.

While we do need scientists, engineers, doctors, industrialists, architects, bankers and so on, the craze for 'white collared' jobs must be replaced by the desire to place the right person into the right job at the earliest so that he may become an asset to his society. Every individual needs to find the right niche for himself, carve a place for himself, there and then make progress, while in the job, by enhancing and honing his skills through different modes of learning including distance learning.

There is a need to identify and develop human potential, our richest resource, to reduce wastage of educational facilities and abilities in our country.

In order to rectify the existing imbalances in our employment situations, the energies of the youth should be directed into occupations where there is shortage of man-power. If youth are identified early, given adequate training and placed appropriately, it would increase efficiency and levels of production.

The education and training of the youth should be inextricably linked to the manpower needs of the country.

There are less than one lakh Parsis in India today and most of them are in Mumbai. Their contribution to Indian society, Indian education, healthcare, industry, politics and even in the freedom struggle have far outweighed their numbers. Huge edifices built by Parsis in the nineteenth and twentieth centuries

especially in Mumbai, are a living testimony to their contribution to society.

However, the irony is that despite their glorious contributions in the yesteryears, Parsis as a community are dwindling in number due to various reasons and the young ones of the community seem to have lost the passion for 'reaching the skies' as their forefathers did. Very many young Parsi boys and girls, after completing Class X, enter junior colleges and then pursue under-graduate studies in university. After securing a Bachelor's degree, many of them enter into 'secure' jobs in which they continue to remain till their retirement. The academically brilliant ones among these pursue pro-fessional courses in medicine, engineering and so on.

The Parsi youth of today, like most other Indian adolescents, face the problem of choosing the right stream based on their interests, aptitudes and socio-economic status. Many enter higher educational institutions without knowing much about the usefulness or uselessness of unfocussed general education, especially for their career choices. There is a dearth of a desire to walk the less-trodden path with a majority of Parsi youth pursuing soft-centered educational courses.

India is a rapidly developing and highly populated country offering various educational and training programmes. Considering their dwindling population, there are a significant number of Parsis engaged in several small, medium and large scale enterprises.

In order to meet the rapidly rising demands for semi-skilled, skilled and highly skilled personnel in various establishments, youth will have to be systematically guided into training programmes which will equip them for the urgent tasks ahead. There should be optimum utilisation of human resources in India, if India is to face the challenges arising at every level.

This study was undertaken with the above considerations in mind.

Title of the Study

'Training and Employment opportunities for Parsi Zoroastrians, in establishments after SSC/HSC, and a compilation of Distance Education Programmes in Mumbai for such youth' - A 3 months study.

Objectives

1. To find the trends among Parsi boys/girls regarding preparation and entry into wage-earning careers,
2. To bring about awareness in the community of the changing job scenario and the work culture and the importance of early training and entry into jobs.

Need of the Study

The contribution of the Parsis to Indian society is tremendous. It is rather disheartening to note that despite their glorious contribution to the Indian economy, young Parsi men and women, today, seem to have lost their passion, motivation and zeal to achieve to their optimum. The general trend is to pursue 'soft-padded' clerical jobs or the glamorous jobs in the fashion industry, modelling, media and so on, where there is 'more money'. Blue collared jobs are a definite 'no no' to Parsi youth of today. They are unaware of the open-market employment situation now. The earlier the young ones enter appropriate training and get placed thereafter, the earlier they would become economic assets to society.

Parents too are partly responsible for the attitudes of the youth. Many parents relentlessly force their sons and daughters to pursue higher general education to acquire a 'degree' which they consider as a status symbol. Unfortunately, these degree holding youth have no training for industry and are rejected when they apply for jobs at age 20+. Besides, in the present

rapidly changing job requirements and challenges, it is better for the young to get trained early, enter jobs for which they are best suited, carve a niche for themselves and progress in the jobs and scale heights hitherto unseen. The job market globally, is taking a lot of blows and lay-offs, retrenchment and so on are on the rise. There is, little scope of employment then, for those with no specific training for jobs but with general higher education alone.

Such a study is needed to open the eyes and change the mind set of those who are still cocooned in the glorious past of their illustrious forefathers !

Conceptual Framework

Every industry needs young hands to be trained as apprentices / interns, according to their requirements. After passing SSC / HSC, boys and girls are highly trainable and, if identified according to their abilities and interest, they can be adequately trained to learn basic skills and techniques for a while and if found satisfactory, such trained youth can be absorbed for employment at an early age.

This does not mean that youth should abruptly end their formal learning after passing SSC / HSC. Today, there are plenty of opportunities to 'learn and earn'. Distance education, correspondence education, part-time education and so on, are the solutions for all those who enter jobs after passing SSC /HSC but do not wish to continue their formal general higher education immediately. Distance education is now filling the gaps left by formal education by making different subjects / courses available to all those who are interested. Its biggest advantage is that individuals can continue with their job-earning careers and simultaneously enhance their knowledge and skills through the distance mode. Besides, in many cases, it is not too heavy a strain on finances either.

Mumbai has the largest concentration of Parsis as compared to any other city or town in India. There are large numbers of Parsis residing in various places in and around Mumbai. In addition, there are several Parsi establishments running successfully in Mumbai. Mumbai also offers plenty of opportunities to learn and obtain certificates / diplomas / degrees through distance mode of education.

This study hence, can be used more as an eye opener for all concerned than as an evaluation of the mindset of the average Parsi youth of the day.

Significance

This study is significant in as much as it shows that leading concerned industrialists / employers would willingly lend a helping hand in the cause of this dwindling community whose very existence is being threatened by several factors. Besides, if Parsi youth are trained and thereafter employed in Parsi establishments, they would have greater chances of meeting, interacting and building relationships with members of their own community, while imbibing the rich Parsi ethos and culture. It is hoped and desired that this report would create a positive awareness among the Parsi community.

Scope and Limitations

The present study contemplates to study the job opportunities for SSC / HSC passed Parsi boys and girls in Parsi establishments in Mumbai only with a view to train them and thereafter absorb them in establishments, if found suitable.

The present study focuses on distance education programmes available in Mumbai only. Such programmes are increasing every year. The scope of this study is restricted to information regarding some of the distance education programmes in Mumbai available in November - December 2008. Several more

are likely to come up in future and this list is not an exhaustive one.

The study is limited to Parsi youth in Mumbai only. So it excludes those Parsis who reside in other parts of India. It is also limited to Parsi boys / girls who have passed SSC / HSC only. Graduates, Post - graduates and Professionals do not benefit much from this study.

2

DESIGN OF THE STUDY - METHODOLOGY

With the approval of the National Commission for Minorities, to carry out the present study, letters were sent out to different Parsi establishments in Mumbai, encouraging them to train Parsi youth (SSC/HSC passed) in their establishments as under-study and if found suitable, to employ them later in their establishments. A copy of the letter sent out is included in the Appendix (Appendix A).

At around the same time, a letter regarding this project was published in some of the leading newspapers in Mumbai for greater outreach. A copy of the letter sent to newspaper editors in this regard is included in the Appendix (Appendix B).

Responses started pouring in from the third week of September 2008 and they continue to trickle in even three months later. Different employers (see Table 1 for List of Respondents to the Appeal) offered to train Parsi youth in different areas for periods varying from 3 months to 1 year. Some even offered attractive stipends to the trainees on daily / monthly basis.

'Thank You' letters were sent out to these establishments, a copy of which has been included in the Appendix (Appendix C).

Thereafter announcements regarding this programme were made in 'Mumbai Samachar' dated 21 September, 2008. In addition, 10,000 copies of the hand bill 'Attention Parsi boys and girls.....' were printed out and distributed to practically all Parsi colonies / baugs / residential areas in Mumbai and even pasted at prominent Parsi locales. A copy of this hand bill is included in the Appendix (Appendix D).

The first meeting of prospective Parsi youth seeking such training, along with their parents/guardians, was arranged on Saturday,

11 October, 2008 between 3 pm. and 5 pm. at the B.J.P.C Institution, Opposite Charni Road Railway Station, 33 Maharshi Karve Road, Mumbai 400-004. On that day 15-17 Parsi youth responded and each of them was directed to different establishment for training, considering their interests, academic achievements and so on. Letters were issued to the concerned establishments, a copy of which has been included in the Appendix (Appendix E).

A second meeting, similar to the first one, was held on Saturday, 25 October, 2008 between 3 pm. and 5 pm. at the same venue when 40-45 Parsi youth were sent with letters for training in different Parsi establishments.

Due to the response of students and their parents, it was decided to continue with such meeting and placement of youth, every Saturday from 3pm to 5pm, in a small office in Cusrow Baug, Colaba, Mumbai. This is an on-going process with students coming in, for counselling and placement for training.

In some 2-3 cases, students who were sent for training were not accepted by the organisations concerned as they were not found suitable. Follow-up letters were sent out to the 16 institutions, where 53 students were sent for training. A copy of the letter is included in the Appendix (Appendix F).

At the end of the 3 month period, a report of the study is being placed before the National Commission for Minorities, New Delhi.

3

ANALYSIS OF THE DATA

The analysis of the data was done by considering the responses of the establishments who were willing to take up young SSC / HSC passed Parsi boys and girls for suitable training and placement in their establishments. The researcher was extremely impressed by the concern shared by these establishments and complements them for their quick, positive and highly encouraging responses to her appeal. Given below is a quick view of the establishments that responded positively.

Table 1. : List of Establishments that responded to the Appeal to train Parsi Youth in their establishments.

NAME OF ESTABLISHMENT WITH ADDRESS	NO. OF TRAINEES	KIND OF TRAINING	PERIOD OF TRAINING
1. VIRAT INDUSTRIES LTD. 605, Veena Killedar Industrial Estate, 10/14 Pais Street, Byculla (W), Mumbai 400 011.	01	Accountancy & Administration	6 months
2. K. K. COMMISSARIAT & CO. Chartered Accountants, 11, Sulciman Chambers, Battery Street, Colaba, Mumbai 400 039.	01	Commercial / Accounts	3 months
3. DELLA TECHNICA GROUP , Della House, Sleater Road, Mumbai 400 007.	10-15	Architecture, Interior Design, Furniture Design, Marketing, Electrical, Plumbing, HVAC, Mechanical, Finance, Constructions, Project Management, Human resource, IT	1 year
4. BUHARIWALAS RELOCATIONS , 4-A, 1 st Floor, Malhotra House, W.H.Marg, Opp GPO, Fort, Mumbai 400 001.	02	Corporate Scales	3-4 months

5. M/S SKY SHIPPING , Emca House, Bl. No.209, 289, S.B.S. Road, Fort, Mumbai 400 001.	01 02	Accounts-Custom Documentation submitting on - line	6 months
6. MAGNUM INTERNATIONAL TRAVELS & TOURS , Frainy Villa, 10 Henry Road, Colaba, Mumbai 400 001	2-6	Tours, Ticketing, Secretarial, Office Administration	6 months
7. ASCII PVT. LTD. , Kamani Chambers, 32-R Kamani Marg, Ballard Estate, Mumbai 400 001.	30+	Imparting I.T. education, Hardware Maintenance Finance, Constructions, Project Management, Human Resource, IT	6 months- 1 year
8. ROBOTIC EQUIPMENTS , 114, Diamond Centre, L.B.S. Marg, Vikhroli (W), Mumbai 400 083	02	Engineering workshop	1 year
9. INDIAN HOTEL CO.LTD. , Oxford House, N.F.Road, Mumbai 400 001.	1-3	Hospitality	3 months - 1 year
10. ADVENTURE TOURS & TRAVELS , Contractor Bldg, Shop No. 10, Next to Hotel Nagina, Byculla, Mumbai 400 027.	35-40	Tours & Travels	1 year

11. N.S.GUZDER & CO. LTD. , Neville House, Currimbhoy Road, Ballard Estate, Mumbai 400 001.	5-10	Industrial	6 months
12. M/S PHIROZE KARAKA & CO. , 27, Tamarind Lane, Block No 11, 1 st Floor, Rajabahadur Compd, Opp Allahabad Bank, Apollo Street, Fort, Mumbai 400 001.	2-4	Plumbing & Fire fighting - Water supply, Drainage, Appurtenances, Hydrant Main, Pumps, etc & Site supervision	6 months - 1year
13. BAI R.F.D. PANDAY GIRLS HIGH SCHOOL , 14/B, Gilder Lane, Mumbai 400 008.	2-3	Helpers in pre-primary section	1 year
14. GODREJ & BOYCE MFG. CO. LTD. , Pirojshanagar, L.B.S. Marg, Vikhroli (W), Mumbai 400 079.	30-40	Electrical, Mechanical, Plumbing, Fitting, Welding, Carpentry, Computer - Hardware / Software,	1 year
15. ON-LYNE , E-604, Remi Rizcourt, Off Veera Desai Rd, Andheri (W), Mumbai 400 058.	03	Computer Hardware/Software	1 year
16. N.JEWELLERY TECHNIQUES PVT. LTD. , 1 st floor, Wagla Cooper Bldg 5, Khetwadi, 12 th lane, Mumbai 400 004.	02	Machines Hardware & Software	6 months - 1year

17. NEW ACTIVITY SCHOOL , 13, N.S.Patkar Marg, Mumbai 400 007.	1-2	Helper teachers in pre-primary section	2-3 years
18. STAR TOURS LTD. , London, U.K.	Any no.	Tours & travels	1 year
19. PENGUIN HOLIDAYS PVT. LTD. , Readymoney Bldg. No.3, 3 rd floor, Sir Ratan Tata Rd., Tardeo, Mumbai 400 034.	10-15	School picnics, educational tours, field trips, Conferences... administrative services	6-9 months
20. BALIWALLA & HOMI (P) LTD. , 614, J.S. Marg, Mumbai 400 002.	01 01	Instruments workshop Optical retailing(sales)	3-6 months
21. HORSHARUZ PAINTS & CHEMICALS , 2, C.D. Sethna Building, Golanji Hill, Parel, Mumbai 400 012.	2-3	Embroidery, stitching, designing and exploring creativity	6months-1year
23. TRAINING IN CORPORATE , Dheeraj Heritage, 12, Upper Basement, S.V. Road, Santacruz (W), Mumbai 400 054.	1-2	Secretarial; administration, Office assistance,	6months
24. J.N.MARSHALL ENGG.P. Ltd. , Apeejay Chambers, 5 Wallace st, Fort, Mumbai 400001.	20-30	Factory work	6-9 months

25. FROHAR FOUNDATIONS FROHAR FITNESS #12, Karani House, Off Cawasjee Hermuzjee Street, Dhobi Talao, Marine Lines, Mumbai 400 002.	4-6	Fitness trainers	6-9 months
26. BUILDTECH INDIA , 27 Kailas darshan, 7 th floor, Kennedy Bridge, Nana Chowk, Mumbai 400 007.	10-15	Construction & Civil related	2-3 months
27. JEENA & COMPANY , Elphinstone Bldg, 10 Veer Nariman Rd, Fort, Mumbai	05	Commercial	1 year
28. PEEKAY WINES , Crawford Market, Mumbai	Any number	Sales	3-6 months

Although this study was aimed at young Parsi boys and girls, approximately 16-20 years of age, it was initially surprising to observe that some older individuals also turned up, expressing desire to get some fresh training as per needs of various industries. Some were more qualified than expected having graduated in various disciplines. It was commendable that older persons too manifested desire to undergo new training to equip themselves for the fresh challenges of today! Given below is a summary of the Parsi youth who responded to the appeal and consequently were sent out to different institutions for training.

Table 2. : Information regarding Parsi youth sent out to different institutions for training

No.	Name	Age	Sex	Qualification	Interest	Sent to
1.	Banaji Yohann	32	M	HSC. Dipl. in Hospitality Management	Travel	Magnum
2.	Batliwala Kaiwan	21	M	B.Com	Travel .	Magnum
3.	Bugwadia Meherzad	20	M	HSC.	Travel, hospitality	Adventure Tours
4.	Bharucha Pervin	18	F	HSC.	Travel	Della
5.	Bhot Khushnuma	18	F	HSC.	Computers	Virat
6.	Bulsara Pourschasp	18	F	HSC.	Accounts	Commissariat
7.	Colabawala Yasmin	36	F	B.A.	Secretarial	Magnum
8.	Cooper Behram	20	M	TYB.Com.	Travel	1. Adventure Tours

9.	Cooper Fiona	19	F	HSC.	Travel, Hospitality	Indian Hotels
10.	Chhor Jennifer	18	F	HSC.	Hair styling, travel, hospitality	Indian Hotels
11.	Dalal Zerine	18	F	HSC.	Administration	Della
12.	Dandiwalla Arzan	26	M	HSC., IATA	Travel	Della
13.	Daruwalla Hanoz	29	M	SSC.	Technical jobs	1. Buhariwalla 2. Magnum 3. Godrej
14.	Daruwalla Yazad	39	M	HSC., Dipl. In Insust. Electro	Technical jobs	Godrej
15.	Forbes Huzan	20	M	HSC.	Computers	1. ASCII 2. On-lyne
16	Gandhi Ashish	24	F	B.A.	Computer	ASCII
17.	Gazdar Ruzbah	17	M	SSC.	Travel	Penguin Holidays

18.	Ghaswala Naushad	24	M	B.Sc.	Electronics	Della
19.	Guzdar Kashmira	22	F	S.Y.B.A.	Interior Design	Della
20.	Havevala Jamshed	22	M	B.M.M.	Mass media	Penguin Holidays
21.	Irani Delzin	18	F	SSC.	Computers	Della
22.	Irani Jehangir	30	M	HSC.	Computers, Travel	1. Adventure Tours 2. ASCII
23.	Irani Rashid	22	M	S.Y.B.Com.	Computer	1. Virat
24.	Kabraji Darius	21	M	F.Y.B.M.S.	Travel	Penguin Holidays
25.	Kanga Afrin	20	F	S.Y.B.Com.	Human Reso, Office Admin	1. Della 2. Jeena
26.	Karanjia Kaizad	18	M	HSC.	Computers	1. Della
27.	Khandhadia Kayomarze	28	M	B.Sc. (IT)	IT, documentation	Sky shipping
28.	Mehta Yazad	19	M	HSC.	Computer graphic	Indian Hotels

29.	Mistry Shernaz	38	F	B.Com.	Clerical	Magnum
30.	Mody Natasha	17	F	HSC.	Writing	Della
31.	Navdar Nianaz	19	F	HSC.	Accounts, Clerical	ASCII
32.	Palkhiwala Vispi	42	M	B.A.	Clerical	Asked to continue in present job
33.	Patel Kainaaz	31	F	HSC.	Computers	ASCII
34.	Poonewala Delna	19	F	HSC.	Communication	Magnum
35.	Rasaldar Dennis	22	M	HSC.	Hospitality	1. Magnum 2. Penguin Holidays
36.	Sadeghian Farshaad	24	F	B.Com.	Travel	Adventure Tours
37.	Sadri Anahita	43	F	B.A., Dipl. Travel/Tourism	Computers	Magnum
38.	Sanjana Meherzad	22	F	HSC.	Computers	Adventure Tours
39.	Sarkari Harvasp	25	M	B.Sc.	Computer hardware	1. On-lyne 2. ASCII

40.	Sidhwa Rashna	16	F	Doing SSC.	Travel	Indian Hotels
41.	Taraporewala Parizad	20	F	F.Y.B.Com.	Travel	Adventure Tours
42.	Udwadia Kashmira	23	F	HSC.	Travel, computers	KK Commissariat
43.	Umrigar Persis	25	F	HSC.	Graphic design	1. ASCII 2. Jewellery Tech
44.	Zaiwala Ronnie	18	M	HSC.	I.T.	1. ASCII 2. On-lyne

To understand the various characteristics of the youth who turned up, they were classified into frequency table as is given below.

Table 3: Analysis of the youth sex wise: (with bar diagram)

Males	Females	Total
22	22	44

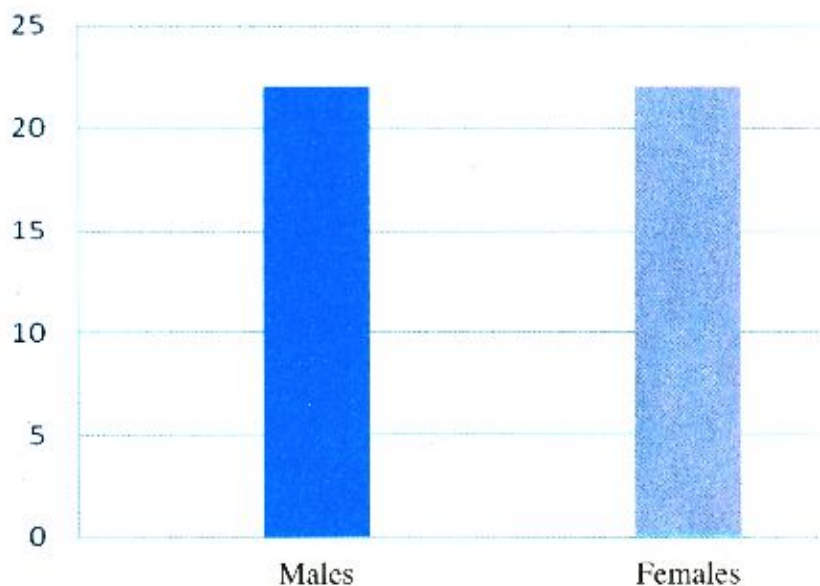


Table 4 : Analysis of the youth age wise: (with pie diagram)

Age (in years)	No of youth
16-18	11
18-20	08
20-24	13
25+	12
Total	44

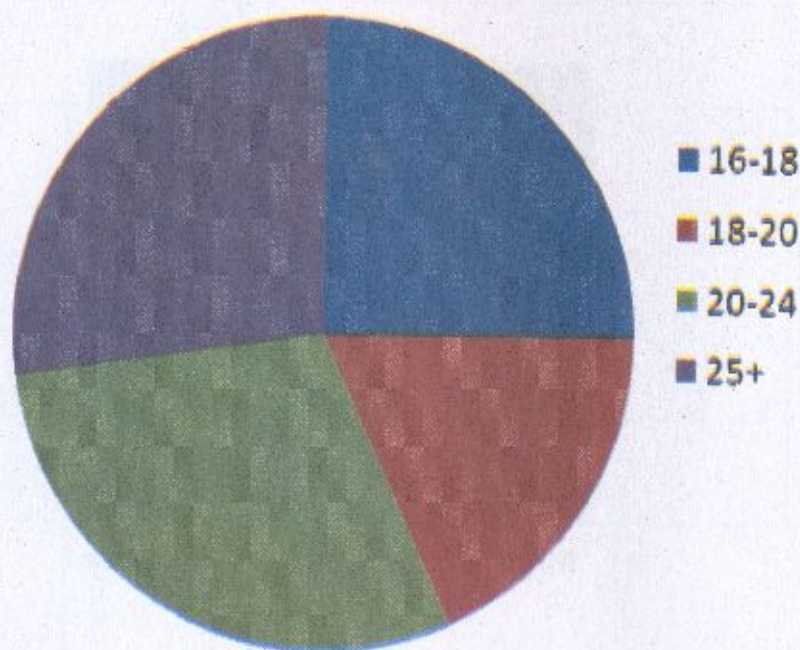
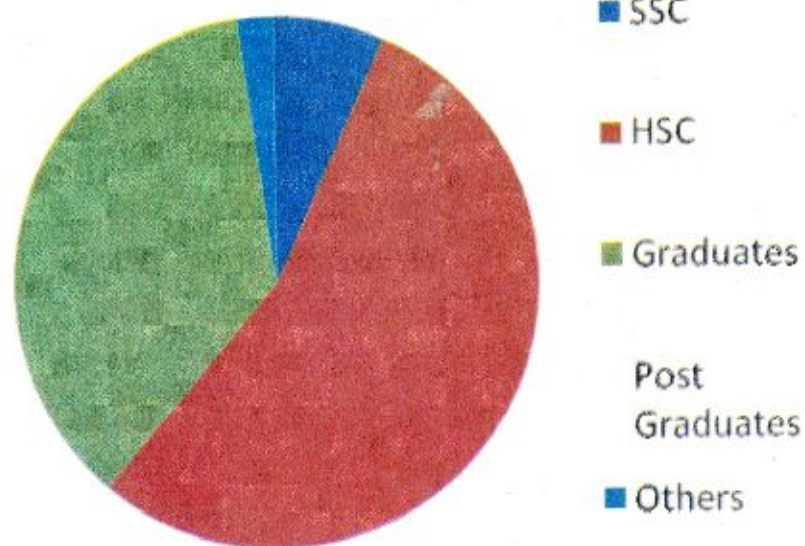


Table 5 : Analysis of the youth according to their qualifications : (with Pie diagram)

Qualifications	Number
SSC	03
HSC	24
Graduates	16
Post Graduates	00
Others	01



4

DISTANCE EDUCATION :**The need of the hour.**

As technology evolves and the economy changes, greater demands will be placed on the workforce of the future. Myriad opportunities are and will be available to those who have the knowledge and the skills to meet those challenges.

After-school programmes offer a key opportunity to expose students to ideas and teach them skills that can unlock doors to future career prospects. During the afterschool hours, there is time for field trips, guest lecturers and new activities that are not always available during a school day. Going beyond the usual image of high school students working a part time job, afterschool programmes create a learning environment where students from first-graders to seniors learn about and even get a taste of the career choices available to them in a variety of fields. At the same time, students learn life skills that will serve them well as adults, regardless of what career they choose.

Preparing the 21st Century Workforce

In 1950, 80 percent of jobs were classified as "unskilled." In the knowledge-based economy of the 21st century, that figure has reversed itself. **Today, 80 percent of jobs are classified as "skilled," and employment growth is expected to be fastest for positions that require some type of formal postsecondary education, such as database administrator, physician's assistant, or computer software engineer.**

1. However, only 40 percent of adults in the workforce in 2000 had any post-secondary degree. Fewer than half of all high school graduates who go on to college obtain a degree.

2. In light of the need for a better-educated

workforce, the business community is looking for ways to make sure future workers are prepared beyond basic proficiency in core subjects such as reading, writing and mathematics. **Young people must be adept at creative thinking, problem solving, teamwork, communication, self-direction and use of technology- the very skills employers know contribute most to success in the workplace of the future.**

3. Students have the chance to cultivate the very skills in after-school programmes. Students need mentoring and after-school programmes are targeted to underachieving students.

Looking to the Future

A quality education is essential for all young people to prepare them for the world of work, a world that grows more demanding every year. Unfortunately, there just isn't time during the regular school day to equip students with the knowledge and skills they will need to continually adapt in an evolving marketplace. That is why afterschool programmes are vital for preparing youth to become confident, caring and productive adults. Youth need safe, encouraging environments in which their experiences can offer insights that will help them discover their own goals for the future and ultimately succeed in life.

In times of economic recession, money for job training and job placement programmes grow scarcer, and those that are available tend to go to middle-class workers who are displaced or temporarily unemployed. The structurally unemployed--primarily the poor, the less educated, and minority youth--find it harder to compete for the needed training, and their situation becomes even more desperate than it is in times of recovery or economic growth.

Common sense, equity, and efficiency would argue for exactly the opposite approach, beginning earliest

with jobs targeted on areas and groups with the most severe problems. Youth programmes should be first, not last, on the agenda; and among youth programmes, those combining work, education, and training for the most disadvantaged, rather than conservation experiences for the most advantaged, should receive first priority.

Distance Education is a distinct approach to impart education to learners who are removed in space and / or time from the teachers or the teaching institution on account of economic, social and other considerations. A need for such an approach was felt by most Universities in India. The University of Mumbai, the S.N.D.T. Women's University, the University of Madras and several others have started several short term certificate / diploma / degree courses for the benefit of all persons interested in pursuing higher education while working and earning a living.

Non-formal agency of education – Distance learning

Distance education provides adults with a second chance at higher education. Distance education in India is growing with a number of open universities and correspondence course institutes offering educational degrees, diplomas, doctorates, postgraduate diplomas and certificate programmes in eclectic principles.

Studying at a distance can be effective if appropriate methods and technology can be used. Print is the medium of delivering course material to students opting for distance education programmes. Technologically advanced media include pre-recorded audio/video tapes, computer conferencing, e-mailing to transmit messages, assignment feedbacks and other targeted communication, faxing to distribute and receive assignments, last minute announcements and to provide timely feedback and interactive

audio/video conferencing to provide face-to-face interaction.

Educational qualifications received through distance education are generally on par with conventional educational qualifications for employment. It helps students to get additional degree / diploma. Many students opt for college graduation via correspondence while pursuing an intensive course in some other field. This ensures an additional and substantial qualification, which may provide a jump-start in their careers.

With greater demand for higher education, the existing conventional system is unable to cater to the increasing demands due to heavy infrastructural and recurring costs of teaching. So open and distance education is a solution.

In 2003, there were 65 correspondence course institutes and 11 open universities in India, which provided distance education to the people.

The Internet provides exciting new opportunities for distance education. It can be used to build a classroom homepage, providing information about the class, the syllabus, exercises, literature references and so on. Students can interact and discuss various topics via chat and e-mail, thus giving an edge to online distance education. Thus distance education can be effective if students and teachers jointly develop learning goals and objectives, interact actively, reflect on the experiences and evaluate what is being learnt.

Distance Education offered by Open Universities : "Studying Long Distance"

Today, if one has missed out on higher education, could not adjust to the inflexibility of the classroom, is working but wants to get back to being a student, there is hope. Open universities system offer correspondence courses, to those unable to attend regular classes, through distance learning at the

secondary and tertiary stages. There are professional courses in teaching, law, library science, management, journalism, computers, agriculture, linguistics, and so on.

Distance education is mainly imparted through 3 major systems of instruction : **external studentship, correspondence education and open learning**. These are conducted by either departments of correspondence courses and continuing education of regular universities, through open universities or even through private or professional institutions. The concept of distance education is relatively new in India. It got a boost with the radio, satellite communication and now, the internet.

Concept of Distance Education in India

Distance education and correspondence course is a 100 year old concept, initiated in the western world. Presently, higher external education faces 3 challenges: first challenge is its accessibility, second, is quality and third, is cost of education. Education should create effective human capital, which is capable of increasing profitability in any enterprise and that it should be able to create social capital, thus repaying the social costs adequately.

Need and Importance of Distance Education

Exponential growth in demand for higher education and limitations of conventional system to fulfill the needs gave rise to distance education concept.

Distance education may be Dual mode or Single mode system. It is a non formal approach characterised mainly by correspondence and individual learning approach. The need for such education has arisen because of population explosion, information explosion and technology explosion. Home study, postal tuition, correspondence study, university on air, tele-university, individual learning are the various names used in distance learning mainly

systematized to cope up with the needs of on-the-job people or those unable to get enrolled in conventional system of education. These needs may be because of poor socio-economic conditions, low level of entry behaviors and lack of accessibility to conventional system or unsuitability of learning schedules. Selection to some courses offered by open universities is on the basis of qualifying a written examination. However, there is no entrance examination and many courses are available through the internet, where candidates just have to log in and register themselves.

Table 6 : Major Open Universities in India include

No.	Name of the University	Situated at
1.	Dr. B. R. Ambedkar Open University	Hyderabad
2.	Dr. Babasaheb Ambedkar Open University	Ahmedabad
3.	Indira Gandhi National Open University (IGNOU)	New Delhi
4.	Kota Open University	Kota
5.	Nalanda Open University	Patna
6.	Karnataka State Open University	Mysore
7.	Madhya Pradesh Bhoj University	Bhopal
8.	Yashwantrao Chavan Maharashtra Open University (YCMOU)	Nashik

Table 7 : Table showing Distance Education Colleges in Mumbai, Maharashtra

Distance Learning programmes and Correspondence courses offered by various Study Centres under Distance Education / Open University Scheme of Indian Universities offering M.A., M.Sc., M.B.A., M.C.A. and so on

No.	Name of University	Study Centre
1.	Indira Gandhi National Open University (IGNOU)	Mahatma Edn.Soc., Mumbai; Sathaye College, Mumbai.
2.	Annamalai University, Directorate of Distance Education (DDE)	Annamalai University Study Centre, Mumbai.

3.	University of Madras - Institute of Distance Education (IDE)	University of Madras- Directorate of Dist Edn(DDE) study centres - Sri. Bansidhar Aggarwal School & Jr. College, Wadala, Mumbai.
4.	Alagappa University- Directorate of Dist Edu	National College Educational & Management, Mumbai.
5.	Kakatiya University - School of Dist Learning & Continuing Education	Islamia High School, Mumbai.
6.	University of Calicut - School of Dist. Education	Institute of Correspondence Education, Bharatiya Sanskrit Vidya Niketan, Mumbai.
7.	University of Mumbai - Institute of Dist Educat.	Institute of Distance Education, Kalina, Mumbai.
8.	Manonmaniam Sundaranar University - Directorate of Dist & Continuing Education	Anant Pandurang Vidyalaya & Jr. College, Mumbai.
9.	Madurai Kamraj University - Directorate of Dist Education	BMC Marathi High School, Mumbai.
10.	Madhya Pradesh Bhoj Open University	Edutech Informatics India Limited (EIIIL), Mumbai.

In addition to the above mentioned, there are several private/corporate institutions offering training facilities to young learners. Some of the popular fields of interest along with institutions offering training are listed below :

Field : Graphic Design

1. Centre for Development of Advanced Computing: Diploma in Graphics and Multilingual desktop publishing, Gulmohar Cross Road No. 9 Juhu, Mumbai 400 049.
2. Raffles Design International, Mumbai, Linking Road & Main Avenue, Santacruz (W), Mumbai 400 054.
3. Meteor Institute of Digital Design Studio,

Mumbai offer Certificate course in Multimedia & Graphic design.

Field : Animation

1. Maya Academy of Advanced Cinematics, 23 Shah Industrial Estate, Off Veera Desai Road, Andheri (W), Mumbai 400 053.
2. Zee Institute of Media Arts, Magnum Bungalow Society, Plot 17, Unit C, Lokhandwala Complex, Andheri (W), Mumbai.
3. St. Agnelo's Computer Education, St. Agnelo's Corporate Office, 6th Floor, Jyoti Plaza, Above Tata Motors, S.V. Road, Kandivli (W), Mumbai 400 067.
4. Bachelor of Arts in Digital Film & Sound, Dilburgah University, study centre - 7-B Shah Industrial Estate, Off Veera Desai Road, Andheri (W), Mumbai 400 053.
5. Digital Animation at St. Xavier's College, 5 Mahapalika Marg, Mumbai 400 001.
6. Zee Institute of Creative Arts (ZICA), Esselworld, Gorai Island, Borivli (W).
7. Image Institute of Digital technology Private Limited, Dadar (W) and Mulund (W).

In addition to those given above, there are several private institutions offering distance learning facilities to adults. A comprehensive list of such institutions is given in the table 8 below :

Table 8 : Private Institutions offering Distance Education facilities

No.	Name of Institute with address	Courses offered
1.	National Institute of Management, Kamdhenu Estates, Next to Tangent Furniture Mall, Mind Space, Link Road, Malad (w), Mumbai 400 064.	P.G. Diploma in Chemical Engineering, Civil Engineering, Electronics Engineering, Electrical Engineering, Mechanical Engineering, Business Management, Business

		Administration, Graduate Diploma in Computer Applications, Diploma in Electronic Engineering, Chemical Engineering, etc.
2.	Padmashree D.Y.Patil University	M.B.A. in Retail Management, Biotechnology, Bioinformatics, Hospitality and Tourism studies etc.
3.	Institute of Hotel Management, Catering technology and Applied Nutrition, Mumbai.	Various courses that could enhance one's employability in the hospitality industry.
4.	S.I.E.S. Graduate School of Technology, Nerul, Mumbai.	Different branches of diploma & degree engineering & technology.
5.	Narsee Monjee Institute of Management Studies, Vileparle (W), Mumbai.	Management studies, Business administration, Business studies.
6.	National Institute of Fashion Technology, Mumbai.	Fashion Technology.
7.	Training Ship Chanakya.	Maritime education, offering degree courses, affiliated to the University of Mumbai.
8.	National Institute of Construction Management and Research, Walchand Centre, Tardeo.	Civil construction, Management, Research in allied fields.
9.	National Institute of Event Management, Ground floor, Nandanvan building, Corner of Vallabhbbhai Road and Ansari Road, Vileparle (W), Mumbai 400 056.	Diploma and Post Graduate Diploma in Event Management.
10.	N.M.College, Vileparle(W), Mumbai.	Courses in Travel & Tourism, Accounting and Auditing, Marketing & Salesmanship, Acturial Science.
11.	Institute of Psychotherapy and Management Sciences, E3, 1 st floor, Ashokraj Co-op Housing Society, S.V. Road, Above Ratna Hotel,	Masters degree in psychotherapy, psychology, counselling psychology.

	Goregoan (W), Mumbai 400 062.	
12.	Shreedhar School of Management, #102, 1 st floor, Sector 1, Shantinagar, Mira Road(E), Mira Road 401107.	Management and Administration.
13.	Montessori training-distance mode.	Pre-primary teachers' training, Sir Ratan Tata Institute of education and training, Hughes Road, Mumbai.
14.	MET League of colleges, Bandra Reclamation, Bandra (W), Mumbai 400 050.	Certificate course in Management Fundamentals, Communication skills, Diploma & Advanced Diploma courses in Business Management, Marketing Management, Human Resource Management, Mass Media, Master of Computer Application(MCA), Advanced Diploma in Software Development (ADSD), Diploma in Multimedia Creations & Advanced Computer Graphics.

There are several other institutes offering Distance Education facilities in a variety of fields. This include : Ambitious College, Andheri (W); Burhani High School, Mumbai Central, David Sassoon Industrial School, Mahim; Guru Nanak Girls' High School, Dadar (E); Hughes Network System at Dadar, Kalyan, Malad (W), Prabhadevi, Vile Parle (W); Indian Institute of Banking & Finance, Colaba; Kokanes Kohinoor Technical Institute, Dadar (W); Mahatma Phule Junior Technical School, Parel; Margadarshak Defence Career Academy, Naupada, Thane; Matunga Commercial Institute, Matunga; Nancy College, Dadar (E); Patuck Technical High School, Santacruz (E); S.M.Lall's Institute, Malad.

Given below is a Map of Mumbai depicting the 2 major Universities & other centres of Distance learning.



- 1A - University of Mumbai - Fort
 1B - University of Mumbai - Kalina (IDE also)
 2A - SNDT University - Churchgate
 2B - SNDT University - Juhu

- 3A - IGNOU - Study Centre - Sathaye College
 3B - IGNOU - Study Centre - Mahatma Edu. Soc.
 4 - NMIMS
 5 - MET - League of Colleges

5

FOLLOW UP AND SUMMARY

After the three months programme was over, letters were sent to each establishment to which Parsi boys and girls had been sent for apprenticeship / training, to know how these young persons were doing. A copy of the letter sent is attached in the Appendix (Appendix F).

The responses of prospective industrialists / employers did not make happy reading. Few boys and girls turned up at these establishments to which they were sent. It appeared as if these young people did not realise the opportunities given to them.

Some Observations

Today's Parsi youth are knowledgeable, well informed, independent and computer savvy. They feel confident and ready for any outdoor work where there is freedom and good monetary rewards. Blue collared jobs are totally disregarded by them. They dream of executive and managerial positions without going through the rigours of lower level positions. They do not favor any technical training like plumbing, carpentry, construction work, and so on. Their preferences are computers and information technology, airline services, travels and tours, hospitality industry, food courts and event management.

They seem to be totally unaware of the open market employment situation. They still give high premium for graduate and post graduate courses irrespective of the long period spent to acquire these degrees and the consequences of 'unemployability' thereafter. They still aspire for office jobs with routine 10am to 5pm timings followed by club activities of games, sports and fun!

Glamour attracts them the most. Boys tend to spend time on body building and girls in beauty parlours aiming at modelling, fashion designing, TV film acting and so on. The very intelligent and elite only are able to have their future in foreign lands. Many study for expensive professional courses for which they have little aptitude, draining the hard earned savings of their families. Parents too are increasingly carefree and appear to grant total freedom to their wards. Discipline at home seems to have become a thing of the past and family time is shrinking considerably. Sundays and holidays are often the only times when family members see each other. It appears as if each family member has his / her own independent programme for such days. Many Parsi youth are outward bound.

Summary and Conclusion

It is increasingly evident that most parents have no significant control over their children. Once they are out of school, at age 16+, parents and their wards think that they are adequately mature to lead their own lives. Most youngsters get almost complete freedom. They do not have any schedule of the time they spend on academics, co-curricular activities, with friends, with family, in domestic chores and so on. Very few parents exercise any control over their children and often do not keep a check on their daily activities till something untoward happens and then it becomes too late to mend their ways.

Many parents are caught up in the pressures and challenges of their own careers and jobs. Joint family system has ceased to exist.

Just as indifferent parents are to the choice of spouses for their wards, they seem to be indifferent to the choice of careers by their wards. Some parents bear all the expenses for their children's education, even if it incurred huge debts for them. Their

children's choice of courses, colleges and careers are often influenced by friends rather than by the individual's intelligence, aptitude, interest and future employability potential.

It is imperative then that parents must make the youth realise that after their school education, any money spent on their education, is an investment into their future and so they should repay their parents by looking after them in their old age. Parsi youth should be committed lest they squander away parental money on worthless courses, foreign trips and expensive life styles.

It is observed that Parsi parents insist on their wards completing graduation often as a prestige issue. Parents need to understand the present job scenario. Almost all prospective employers look for fresh SSC / HSC passed youth to train them in their establishments for the specifications needed in the present day jobs. Many think that youth is the time to enjoy in college. By the time they realise that they are ill equipped for any specific job, it is often too late as considerable amount of time, energy and money have already been spent on worthless education. They may even be over-age by then to be selected for any kind of training.

In the light of the present scenario, the present study aimed at creating awareness among Parsi youth, their parents and this minority community at large, regarding the urgent need for early training. This does not imply that they put a full stop to their studies. They could continue their learning while earning, using distance mode of learning, correspondence education, on-line learning, part time learning and so on. There is considerable scope for all of these in an extremely dynamic city like Mumbai!

Suggestions for future course of action

Having gone through this very enlightening project, it is felt that this minority community as a whole needs to realise the significance of this study and take appropriate action. It is necessary to revolutionise the mindset of the community – young and old; and make them realise the reality of the situation as it stands today.

Staying within the comfort zones of their families and within their 'baugs' would be like the ostrich burying its head when it sees a storm / difficulty coming its way.

Parsi youth should be stimulated to seek the necessary impetus to launch out on their own, find appropriate jobs and simultaneously pursue their studies to enhance their qualifications and skills.

In most developed nations of the world, like the U.S., U.K., other European countries and so on, youth are thrust forth after they complete schooling to stand on their own feet and handle their own problems. This makes them strong enough to face any challenge!

Parents too need to realise that spoon feeding their children beyond a particular age will only make them dependent on them and this is definitely not desirable.

The Parsi community as a whole can co-operate by playing its role in bringing about attitudinal shift in the thinking of the community and preparing it to face the challenges of the uncertain future. No time is more appropriate than now for this change as the world goes through a global meltdown situation, recession, retrenchment and even closure of multinational giants!

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Appendix A



डॉ० (शु०) मेहरो धनजीशाह बेंगाली
सदस्य

Dr. (Miss) Mehroo Dhunjisha Bengalee
Member

Former Vice-Chancellor, University of Mumbai
Former Trustee of Bombay Parsi Panchayat
Former Member of Minorities Commission, M. S.



राष्ट्रिय आल्पसंख्यक आयोग
GOVERNMENT OF INDIA
राष्ट्रीय आल्पसंख्यक आयोग
NATIONAL COMMISSION FOR MINORITIES
लोकनायक भवन (पंचमवीं मंजिल)
Lok Nayak Bhanan (Fifth Floor)
खान मार्केट, नई दिल्ली - 110 003
Khan Market, New Delhi-110 003
दूरभाष / Tel. : (C) 24621177
ईमेल / Fax : 011-24698410, 24693302
E-mail : md.bengalee@nic.in

१० - १ - ०९

Subject : "The Training and Employment Opportunities for Parsi-Zoroastrians, in Parsi Establishments after SSC/HSC, and compilation of a three months' Study under the aegis of National Commission for Minorities, New Delhi.

Dear Sir/Madam,

I have selected the above subject intentionally, to bring to the awareness of the Parsi Community, the work-culture which has totally changed, at present. The need is to enter the work-force immediately after the basic school education and not spend youthful years in higher education courses, which are available through Distance Education.

Every industry recruits young hands to be trained as apprentices/interns to the specific job requirements in their industry. The graduates/post-graduates are rejected as they do not have the technical know-how required by industry.

With the grace of God, in almost every field of work, we Parsis are pioneers and have enough resources, expertise and zeal to prepare the young generation to the correct choice of career and guide their future. The young ones need to be placed into Parsi establishments under experienced hands to learn the basic skills and techniques, for a couple of years, to be absorbed in employment early in life.

In order to fulfill this goal, I wish our elders of the community to welcome young Parsi boys/girls, (SSC/HSC passed) and train them in their establishments, as under-study. My request is to help in this community cause and make our Parsi youth force into qualified work-force. With your cooperation, we may generate faith and trust in our young generation, to prove worthy of our heritage and Parsi ethos.

If you are willing to cooperate in this endeavour, kindly fill the enclosed form at the earliest. If necessary you may photocopy this form and forward it to other Parsi-Zoroastrians.

"Without a sense of caring, there can be no sense of community."

Eagerly awaiting your response to my Mumbai address.

Yours truly,

M. D. Bengalee

(Dr. M.D. Bengalee)
Parsi Member - N.C.M.

Appendix B



डॉ० (कु०) मेहरू धनजीशाह बेंगाली
सदस्य
Dr. (Miss) Mehroo Dhunjisha Bengalee
Member

भारत सरकार
GOVERNMENT OF INDIA
राष्ट्रीय अल्पसंख्यक आयोग
NATIONAL COMMISSION FOR MINORITIES
लोकनायक भवन, (पांचवीं मंजिल)
Lok Nayak Bhavan, (Fifth Floor)
खान मार्केट, नई दिल्ली - 110 003
Khan Market, New Delhi-110 003

To,

Mumbai.

Dear Sir / Madam,

Sub : Printing the News-item in your esteemed News Paper.

I shall be obliged, if you will print the following news item in your News Paper free of cost.

**"Golden Opportunities for Training / Employment for Parsi Zoroastrians.
SSC/MSC passed – boys and girls.**

The Parsi establishments are willing to train students in the following fields. If interested, send your bio-date to Bengalee, C-12, Cusarow Baug, 108, Shahid Bhagar Singh Road, Mumbai – 400039 or e-mail to md.bengalee@nic.in or mathewquartet@gmail.com

Fields : Architecture, Interior Design, Furniture Design, Graphics, Marketing, Electrical, Plumbing, HVAC, Mechanical, Constructions, Project Management, Human Resources, Finance, Information Technology, Corporate Scales, Accounts-Custom Documentati-on, Submitting on line, Commercial/Accounts, Accountancy and Administration, Tours, Ticketing, Secretarial Office Administration, I.T. Education, Hardware Maintenance (Computer), Engineering Workshop (Industrial Training), Tours and Travels, Hospitality".

With Grateful thanks,

Yours sincerely,

(MEHROO BENGALEE)

Appendix C



डॉ० (कु०) मेहरो धुंजीशाह बेंगाली
सदस्य

Dr. (Miss) Mehroo Dhunjisha Bengalee
Member

Former Vice-Chancellor, University of Mumbai
Former, Trustee of Dornay Park, Panchayat
Former Member of Minorities Commission, M. S.

भारत सरकार
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Khan Market, New Delhi-110 003
दूरभाष / Tel. : (0) 24521177
फैक्स / Fax : 011-24698410, 24693302
ई-मेल : md.bengalee@nic.in

Subject : Training for Parsi Zoroastrians

Reference : Recruitment Form in response to my letter.

Dear Sir/Madam,

I am indeed grateful to you for your immediate response to the training of Parsi Zoroastrians in your establishment.

I shall advertise your requirement and also place it on the NCM Website.

Only after satisfying myself of the correct choice of candidate, I shall forward his/her name and other details. Even then, if you do not find the candidate suitable, you may reject at your end, with an intimation to me

Looking forward to greater ties in the service of the community

Yours sincerely,

(Dr. Mehroo Bengalee)
Parsi Member, NCM

Appendix D

NATIONAL COMMISSION FOR MINORITIES (GOVT OF INDIA)

Attention : Parsi boys & girls who have passed SSC/HSC

GOLDEN OPPORTUNITY FOR TRAINING/EMPLOYMENT OF PARSI BOYS/GIRLS, SSC/HSC PASSED

At present, many employers are looking out for young S.S.C./H.S.C. passed boys and girls to be trained in their establishments according to their needs and then absorb them into the work force, if found suitable. General higher education leading to B.A./B.Sc./B.Com. and so on, seem to have hardly any employability, in today's fast changing work scenario.

I have, therefore, requested well established Parsi Managements to accept young Parsi S.S.C./H.S.C. passed boys/girls as "understudies/trainees/apprentices" to equip them for the modern scientific and technological work force in their chosen field of interest.

Several Parsi managements have expressed their willingness to train two to twenty students in batches. If found suitable, they would be absorbed in the establishments.

Training is available in the following fields -

Architecture, Interior Design, Furniture Design, Graphics, Marketing, Electrical, Plumbing, HVAC, Mechanical, Constructions, Project Management, Human Resources, Finance, Information Technology, Corporate Scales, Accounts-Custom Documentation, Submitting on-line, Commercial/Accounts, Accountancy and Administration, Tours, Ticketing, Secretarial Office Administration, I.T. Education, H. W. Maintenance (Computer), Engineering Workshop (Industrial Training), Hospitality, Tours & Travels.

Those interested, may attend a meeting on Saturday 11th Oct. 2008 or Saturday 25th Oct. 2008 between 3 pm and 5 pm at B.J.P.C Institution, Opp. Charni Road Rly Station, 33 Maharshi Karve Rd, Mumbai 400 004.

Bring with you your complete biodata in duplicate.

Dr. (Miss) M. D. Bengalee
Parsi Member - NCM

Prof. (Mrs.) Sarah Mathew

Appendix E



डॉ० (शु०) मेहरो धुनजीशा बंगाली
सदस्य

Dr. (Miss) Mehroo Dhunjisha Bengalee
Member



भारत सरकार

GOVERNMENT OF INDIA

राष्ट्रीय अल्पसंख्यक आयोग

NATIONAL COMMISSION FOR MINORITIES

लोकनायक भवन, (पांचवीं मंजिल)

Lok Nayak Bhavan, (Fifth Floor)

खान मार्केट, नई दिल्ली - 110 003

Khan Market, New Delhi-110 003

October 11, 2008

Sub : Recruitment of Parsi Boys/Girls for Training.

Dear Sir/Madam,

I am sending you Mr./Miss _____
SSC/HSC who is willing to be trained in your Establishment.
If you find him/her suitable, you may recruit him/her for training.

Thanking you,

Yours sincerely

(M.D. BENGALIE)

Appendix F



डॉ० (मि०) मेहरू धनुजीशाह बेंगाली
सदस्य

Dr. (Miss) Mehroo Dhunjisha Bengalee
Member

Former Vice-Chancellor, University of Mumbai
Former Trustee of Bombay Parsi Panchayat
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GOVERNMENT OF INDIA
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Khan Market, New Delhi-110 003
दूरभाष / Tel : (O) 24621177
फैक्स / Fax : 011-24688410, 24693302
E-mail : m.d.bengalee@nic.in

Subject : Training of Parsi Girls/ Boys.

Dear

We had sent the following students to your establishment for training.

We would like to know whether they are regular and sincere in their work. This follow-up is necessary for reporting to the National Commission for Minorities, the progress of our project, in which you have so kindly co-operated.

A line in reply is eagerly awaited.

With grateful thanks,

Yours sincerely,

M. D. Bengalee

(Dr. M.D. Bengalee)
Member